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ABSTRACT

The "Epistle" is the publication forum of Professors of Reading Teacher Educators, which is a special-interest group of the International Reading Association. This issue explores the topic of careers for doctoral students in reading which are alternatives to the single goal of college teacher educator. Articles are "Wanted: Well Qualified College Remedial Reading Teachers" by M. Jean Hiler, "Doctoral Programs for College Reading Study Skills Teachers" by Gerald Parker and Barbara Ross, "Reading in Vocational-Technical Schools: Staffing, Training, and Curriculum" by Frederick C. Raetsch, and "Must Everyone Work in Teacher Education?" Regular features are "Movers," which endeavors to record the job choices of new graduates and the relocation of others; "Exchange," which offers a communication link between individuals who wish temporary locations; "Job Report," which lists positions available to doctoral-degree holders; and "Time Capsule," which contains notes of interest about reading. (MKM)

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EPISTLE

October, 1975
Vol. 2, No. 4

Dear Colleagues:

Denver . . . New Orleans . . . New York . . . six issues of EPISTLE . . . a great deal of communication. The purpose of the Professors of Reading Teacher Educators was and remains communication. This issue of our communication forum, EPISTLE, is the last installment of Volume 2, and concludes two and one half years of our effort at focusing attention upon the concerns and interests of professionals involved in graduate programs in reading education. The many positive responses to EPISTLE demonstrate the felt need of those of us involved in the training of professionals in reading to share ideas and problems.

In the past year, the publication schedule has been erratic; the initiation of even a mini-journal like EPISTLE has proven to be a more complex task than was envisioned at its inception. This issue marks the end of a successful catch-up effort. The first issue of Volume 3 will be printed and mailed in January, the month in which it is due. Forthcoming volumes will be on time, and full of articles which, we believe, will be of interest to our members; the themes of future issues focus on concerns which have been repeatedly raised and rarely addressed.

For example, the first issue of Volume 3 will deal with the impact of legislation and certification on graduate programs in reading. Members from throughout the nation have agreed to summarize actions in their states and send them to us for inclusion in an article which will put actions in the individual states in broad national perspective. The second issue, scheduled for publication in April, will address itself to innovations in graduate training programs. Articles on competency-based training, programs designed to train graduate students to write for publication, and alternative approaches to traditional training have already been promised and are under preparation. The March 1 deadline for that issue leaves time for you to prepare an article for inclusion. We invite you to do so. The future looks exciting!

The present, as represented by this issue, offers fuel for stim-

ulating growth in program parameters. The articles focus on the training required of persons who will work in college and vocational school remedial programs. This theme was selected as a result of interest expressed in it by members at the last annual meeting of PRTE in New York City. Jean Hiler deals with the unique training needs of individuals who will work in college remedial programs. Her article is complemented by an article by Gerald Parker and Barbara Ross, which deals with the particular competencies needed. Fred Raetch outlines the qualifications of those who will direct vocational and technical education programs. A final article asks if we need to take a fresh look at our training goals: Do we really need for everyone to move into teacher training? Are there not alternative career goals?

Regular features continue to provide information of use to PRTE members. MOVERS tells who went where. JOB REPORT returns with who wants whom when, for 1976. EXCHANGE makes a final appearance, unless some interest is shown. TIME CAPSULE continues to provide items of current interest.

The annual meeting in Anaheim will have a new look. A panel presentation will focus on the training needed by persons who plan to work in the various roles open to them in reading education. The panel will feature representatives from state departments of education, public school systems, and from graduate and undergraduate schools of reading education. In addition, current doctoral candidates have been invited to participate and outline the kind of training program they would like to have--given their druthers. After the initial presentations, the program will open for input and reaction from the floor.

This is what EPISTLE and PRTE have to offer. What will you offer? There remains a need for letters and articles which deal with any aspect of graduate programs in reading. Our membership needs to be expanded. Please encourage your fellow professors and their graduate students to join our ranks. Membership applications are included with this issue.

Cordially,

Bob

Robert A. Palmatier
Chairman, PRTE

Volume 2, Number 4 October 1975

EPISTLE

The Publication Forum
of
Professors of Reading Teacher Educators

A Special Interest Group of the
International Reading Association

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WANTED: Well Qualified College Remedial Reading Teachers

M. Jean Hiler
Gainesville Junior College

The time has come when colleges and universities charged with the responsibility of training reading teachers must acknowledge the growing demand for and provide programs of study for a new type of reading specialist - the college level remedial reading specialist. Each year an increasing number of poorly prepared students, encouraged by the open-door policy, enroll in our institutions of higher learning. The majority of these students spend one or two quarters in classes designed to improve their basic reading skills before they can attempt the regular college curriculum. In spite of the obvious need, few graduate reading programs include even one course specifically designed to train teachers adequately for this new field.

Why have college administrators and faculties of reading departments chosen to ignore the needs of the college remedial reading teacher? Frequently pleas of inadequate staffing for additional course offerings or insufficient student interest are heard. Too often the real reason for the neglect of this area of specialization is the attitude prevalent among reading specialists that teaching remedial reading in college requires no special training; anyone - even the poorest reading teacher - can do it. To train graduate students for this type of work, they feel, is to doom them to a role which demands less ability and training than the traditional roles of teaching in the public school or of teaching prospective teachers.

How true are these assertions? What qualifications must a teacher have in order to teach remedial reading at the college level successfully?

The college level remedial reading instructor must have a Master's Degree in Reading Education. This is absolutely essential. The Master's Degree is a minimum requirement for all instructors in all other disciplines at colleges and universities. To require less of those engaged in remedial work is to reinforce attitudes, which already exist in many instances, that these courses have no place in a college setting and therefore the program and the teachers involved do not merit the same status as the traditional college offerings. These attitudes are quickly perceived by the students; their feelings of being stigmatized by taking remedial courses are reinforced. Thus, demanding fewer credentials of instructors for remedial programs predisposes the program to failure.

Although the degree is essential for program acceptance, it is no magic amulet which will automatically insure the success of the individual instructor. Within the degree program itself, certain courses, basic to the needs of the college level remedial reading program, must be included. Other courses, highly desirable and beneficial, should be incorporated where possible.

Every remedial reading specialist must be an expert in diagnosis and correction of reading difficulties. At the college level, the diagnostician must not only be familiar with the diagnostic instruments available for this level, but also prepared to develop his own instruments for situations where appropriate tests are not available. Once the instruments have been selected and administered, the specialist must expertly interpret the results obtained from as many as three or four different tests to diagnose accurately the areas of deficiency and prescribe proper methods of remediation.

No instructor can accomplish the task of remediation without a thorough working knowledge of all the reading skills. Because the students in college remedial programs range from non-readers to those who can handle some high school texts, the teacher must know and be prepared to teach, using a variety of strategies, the most elementary skills as well as the most sophisticated.

Preparation for teaching at this level must include course work designed to familiarize the prospective teacher thoroughly with the materials and equipment available. Too often, the introduction to materials is embedded in the structure of another course where it is given little emphasis. The graduate student needs not only to be shown the materials, but also to be given an opportunity to study them and work with them so that he knows from his own experience the strengths and weaknesses of each. Since publishers have been slow to develop and market materials designed for college level remedial students, a course of this nature is entirely feasible and certainly essential.

Because of the paucity of good materials, acceptable to students, some experience in the development of materials is highly desirable. It is not unusual to find publisher after publisher dealing with the same skills; other skills of equal importance are completely ignored. In these cases, the conscientious teacher must develop his own teaching devices. The success of these is often determined by the amount of training the instructor has had in material design and development.

Although most graduate programs in education include at least one or two methods courses, traditional courses are entirely inadequate for the training of teachers in college remedial programs. Discussing small group and individualized teaching is one thing; doing them is quite another. Talking about making individual lesson

plans for seventy-five or more students daily is completely different from actually attempting it. Mere discourse on such subjects is useless. The only way the prospective teacher can learn these methods is through day-to-day supervised involvement. Therefore the graduate program for college level remedial teachers should include at least two quarters of internship in an operating, successful college remedial program.

In addition to these educational qualifications, the successful remedial teacher must possess certain personal characteristics. Foremost among these is a firm belief in the program. He must believe that the students he is teaching can be helped and that if he puts forth his best efforts, some of them will eventually excel in their college work. He must be optimistic and confident; this attitude is contagious and his students will be inspired by it. At the same time he must be realistic enough to realize that, in spite of his best efforts, not all his students will succeed.

The remedial reading instructor must be student-oriented. He must recognize and understand the strengths, problems, and limitations of each of his students. With confidence and limitless flexibility he must adjust the demands of the program to each individual's needs while maintaining the standards necessary for remediation.

In short, the college-level remedial reading teacher must be a master teacher. The task demanded of him requires specialized training and distinctive personal qualities. While our colleges and universities cannot be held responsible for the development of character traits, they must accept the responsibility of providing the training these teachers so desperately need. The time is now; the need is pressing. The challenge must be met.

Doctoral Programs for College Reading Study Skills Teachers

Gerald Parker
Barbara Ross
Appalachian State University

With SAT scores declining and more universities leaning toward the open door policy, increasing numbers of students who lack the necessary reading and study skills to be successful in their academic pursuits are being enrolled in universities. If colleges and universities are to accept students who lack these traditional competencies, they have an obligation to provide services to improve or correct these deficiencies.

Few doctoral programs provide instruction in the characteristics of the adult learner, in the diagnosis of his reading and study skills needs, or in alternative teaching procedures which are appropriate for college level students. Since many colleges and universities are offering programs for students entering college who lack these skills, there is a definite need for people trained in this area. College reading teachers need specific preparation!

Universities who are preparing doctoral students to teach in the area of college developmental corrective reading study skills programs (DCRSSP) need to plan curricula which anticipate the specific needs of their perspective clientele. The following is a selected list of the most common categories in which students need assistance: 1) comprehension; 2) flexibility of reading rate; 3) vocabulary development; 4) study skills such as note taking, organization, outlining, SQ3R, etc.; 5) proficient ways of taking tests; 6) locational skill-library skills; 7) time management; 8) remembering skills; 9) decoding skills and spelling.

Since one of the goals in the DCRSSP would be preparing candidates to meet most of the common needs listed above, preparation should relate directly to these areas of the reading study skills process. Preparation should include in-depth knowledge in two specific areas and a survey of several peripheral areas. The basis of intelligent instruction is the careful assessment of student needs. First, the program should provide preparation in the knowledge of the strengths and limitations of various assessment instruments. Preparation in the development of assessment instruments should also be a part of the doctoral program, because the scope and depth of our present evaluative instruments do not adequately measure the gamut of reading and study skills. Second, the program

should provide understanding and practice in using a variety of instructional techniques. Experience in demonstrating the strengths and weaknesses of the different procedures should be included in the doctoral program so that the student would know the various instructional designs and better match them to the particular characteristics of the student. The doctoral program should provide additional experiences that are not commonly related to reading study skills. A study of undergraduate teaching procedures and materials, a knowledge of assumptions that college professors make about what a student should know before entering class as it relates to the area of reading and study skills, knowledge of group dynamics, a general background in the academic disciplines which usually present the highest failure rates, and advisory techniques are examples of the diversity that is required of a college reading teacher.

A broad description of the needs of the DCRSSP teacher have thus far been presented. The following is a list of some desirable goals which college reading study skills teachers should attain:

Theoretical Foundations in College Reading

The College Reading Study Skills Teacher will demonstrate:

- knowledge of the theoretical models of the reading process.
- knowledge of issues and trends in college reading.
- knowledge of the literature in the field of college reading.
- knowledge of the characteristics of skillful college readers.

Setting of Goals and Objectives for Reading Instruction at the College Level

The CRSST will demonstrate the ability:

- to select and/or write instructional goals.
- to design specific instructional objectives.

Diagnoses of Individual Differences on the College Level

The CRSST will demonstrate the ability:

- to use diagnostic instruments for determining individual needs.
- to use informal measures for continuous assessment of growth on the college level.
- to develop management procedures to facilitate cooperative program planning by student and teacher on the college level.
- to determine a student's approximate reading growth as it relates to his/her academic demands.
- to determine the extent to which a student has mastered work-

study skills necessary for success in reading in his academic disciplines.
- to determine a student's interests and preferred learning style.
- to determine a student's motivational, emotional and psychological interaction with reading.
- to do a case-history to determine the nature and possible causes of the reading difficulties.

Development of Instructional Materials and Designs on the College Level

The CSSRT will demonstrate the ability:

- to describe a variety of instructional procedures for teaching reading.
- to describe the advantages and limitations of various instructional strategies with different students.
- to select, revise, and/or develop instructional procedures for specific instructional objectives and individual differences.
- to locate, evaluate, and select reading instructional materials.

Oral and Written Communication at the College Level

The CSSRT will demonstrate the ability:

- to plan a total language arts-communication program emphasizing the common relationship of listening, speaking, reading and creative writing.
- to develop listening skills especially designed toward lectures and discussions.
- to compare and contrast various media.
- to analyze the unique structure within each academic discipline in order to guide the students through the thought process that is distinctive to that discipline.
- to develop questioning procedures to enhance the thinking process.

Effectiveness in Securing Resources for Reading Instruction in Academic Disciplines

The CRSST will demonstrate the ability:

- to describe a variety of resources for reading instruction in the academic disciplines.
- to develop criteria for selecting resources for reading instruction in the academic disciplines.

- to select, revise, and/or develop resources for objectives for reading instruction in the academic disciplines.
- to develop study guides; modify questions asked by textbook authors, and locate supplementary materials for the academic disciplines.
- to assist students in preparing annotated bibliographies, research papers, and reports in academic disciplines.

Implementation of Instruction on the College Level (Practicum)

The CRSST will demonstrate the ability:

- to guide students in understanding the various signals within our language structure, such as the use of punctuation, syntax and styles of writing.
- to guide students in the understanding of literal and interpretative comprehension.
- to teach students to use coding procedures to improve word recognition and spelling skills.
- to teach students to utilize information from appropriate sources and synthesize the information to fulfill a specific purpose.
- to help students develop appropriate rates of reading based on the purpose of the reading.
- to teach the students to use study-reading skills such as SQ3R for identifying and retaining information.
- to teach students how to use the sources of reference materials to guide them to the information desired.
- to guide students to understand and appreciate literature and thus become life-long readers.
- to help the student who has a long history of reading difficulties with effective utilization of alternative input systems.

Administration of the Developmental Reading Program at the College Level

The CRSST will demonstrate the ability:

- to outline a model college reading program including in the model the following elements: planning, organizing, staffing, directing, coordinating, reporting, and evaluating.
- to assist the content area teachers in planning instruction for students in his class through locating, constructing, or modifying materials at varying levels of difficulty to enable him to better meet the needs of his students.
- to report research findings of relevant information to all faculty who instruct the students.
- to coordinate, plan, advise students with their entire curriculum based on their strengths in reading study skills

as they relate to specific curriculum demands.

Evaluation of the Total College Reading Program

The CRSST will demonstrate the ability:

- to establish appropriate procedures and reasons for evaluation.
- to select and/or develop information collection procedures.
- to evaluate the instructional program to determine strengths, limitations, and the need for adjustments.
- to evaluate the program based on pre-determined objectives.
- to implement evaluation procedures.

As in any program, selection criteria for determining capable candidates is nearly as important as the actual program of study. The student should, of course, meet all the requirements for a doctoral program; but he or she should also have a sincere desire to work with adult learners, and should be able to communicate this feeling to the students with whom he or she would be working. He or she must also be a flexible and creative person who possesses qualities of leadership and is able to work well with people.

Reading in Vocational-Technical Schools: Staffing, Training, and Curriculum

Frederick C. Raetsch
Clemson University

The purpose of most vocational and technical programs and classes is to train a student in a profitable, marketable job in a short time. Generally, that demands minimal emphasis upon academics and maximal emphasis upon practical, hands-on, production-oriented training. Most schools offer and require students to attend developmental programs remedial in nature, in reading, math and English. Many students as well as their instructional staff perceive these requirements as a waste of time which infringes upon vocational-technical training opportunities.

In three years of consulting work with several vocational-technical schools in South Carolina, this author has noted several problems, and plausible solutions in the areas of personnel selection, curriculum content, and training procedures.

A primary problem in teaching reading in a vocational-technical setting is to persuade the instructional staff that reading skill development is relevant, helpful, and worth three to five hours per week of students' time. Many instructors believe, initially, that practical, hands-on-apprentice-type-training is more profitable than the skills for solving problems, understanding new techniques and materials found in journals, and becoming aware of professional and consumer information through reading. Some instructors have learned their field through practical experience and feel threatened by their students' knowledge of new processes, procedures, and materials found in journals which have been assigned by the reading staff for enrichment or research activities.

In order to maintain good rapport and support of the instructors, the reading staff at one vocational-technical school did the following:

1. Coordinated teaching of the reading skills based upon the textbook, with the instructor's presentation of the same chapter.

2. Asked vocational-technical instructors to provide vocabulary terms, graphic aids, and hand-outs which the reading instructors used in class as reinforcement activities.

3. Conducted an in-service for the instructors explaining the purpose, methods, and materials used in the reading program.

4. Taught several reading classes in the vocational-technical work areas to show how relevant reading is.

5. Helped interested instructors with computing text readability levels, learning how to write good comprehension questions, and making posters and displays for their work areas.

Most vocational-technical staff members support the reading program as a result of the reading staffs' efforts.

Another problem is dealing with students whose purpose for attending school is to be trained in a vocation and for whom reading instruction and usage often means boredom, failure, and irrelevancy. "Non-reading" students generally react favorably to instruction in textbook utilization, and vocabulary, comprehension, and work-study skills because they feel a need in these basic areas. Many of the "good readers" do not like to "waste" their time in class because they are already able to handle most reading situations required of them. The reading staffs' job is to motivate, relate, and teach both basic skills and enrichment concepts. In order to accommodate the diverse backgrounds and levels, the reading program changed from one which emphasized only word recognition and limited comprehension of published material to a program which emphasized content-related vocabulary, comprehension, critical reading, listening, study-skills, writing, library skills, and teacher-made materials using a limited diagnostic approach. All teaching and reinforcement activities use textbook and professional journals as a base, with newspapers, magazines, media, blueprints, manuals, vocational information, job applications, advertisements and specification charts as sources of related and enrichment activities.

The teacher-made materials are constantly being revised, as are the methods of teaching. Generally, teachers who are open-minded, flexible, and enjoy adults are most successful. Specifically, the following criteria are needed in a reading teacher to be successful in a vocational-technical school:

1. Classroom Instruction and Techniques:

   - Must utilize a high degree of structure in activities.
   - Must use materials based upon vocational interests and everyday activities out of newspapers and magazines.
   - Must use a variety of teaching techniques; overheads, tapes, slides, worksheets, shop explanations, teacher-made activities.

- Must have ability to move from large group teaching to small group and/or individual teaching/reinforcement activities.
- Must frequently change activities within a period.
- Must utilize short, quick, easily corrected reinforcement materials.

2. Classroom Control:

   - Must be able to maintain a relaxed classroom atmosphere, yet be able to keep students on task.
   - Must be able to control discussion.
   - Must be able to take criticism and frequent "why" questions from doubting adults.

3. Counseling:

   - Must be able to encourage students in order to build-up lowered self-concepts often hidden under several defense layers.
   - Must be able and willing to discuss personal problems.
   - Must be able to guide academic and personal choice.
   - Must be able to teach and encourage self-discipline.

The characteristics and procedures listed were found in teachers whose experiences and major areas of training were very diverse. In-service programs for training, as well as material production, follow-up, and classroom observations elicited the following conclusions about training content and methods:

1. All reading instructors must understand the reading process and skills and relate them to adults,

2. Immediately after or during training, materials must be produced and tested in the classroom,

3. Frequent in-service sessions to check material production, alleviate classroom problems and answer staff questions are a must. It is advisable to have an in-house consultant.

4. A variety of sources and approaches should be used for training (ie: audio-visual, counseling, vocational-technical instructors and students),

5. Staff success should be reinforced through observation, interpretation of test results, and presentations of program components at local and/or regional conferences.

Vocational-Technical schools are designed to train their students

in a marketable vocation. Most students are in the program because they want to learn, but reading classes are generally not what they had in mind when they came to school. In order to provide meaningful reading instruction, the course content must relate to a vocation, provide enrichment in professional journals, and acquaint the student with everyday reading skills. Reading instructors must be able to communicate, guide and motivate the student, produce material, teach, reinforce learning, and sell the reading program. The reading program in a vocational-technical school is only as strong as the reading staff.

Must Everyone Work in Teacher Education?

Robert A. Palmatier
University of Georgia

As an advanced graduate student nears the conclusion of his degree work, the job market becomes a very real concern. Where will he go to use the training he is completing? That question is usually answered with the aid of his professors and placement services. However, in order to know where to apply, the soon to be graduate must determine which of the available positions fit his qualifications and interests. In recent years there has been great concern over what is supposed to be a shrinking job market. This writer feels that this apparent reduction in employment opportunities is more a matter of limited outlook than a case of truly limited horizons.

Examining Motivation

Before looking at the listings of jobs available, the potential employee must first determine in what area his career aspirations lie. Secondly, he must examine his reasons for working and his requirements in job and life style. While it is easy to say one works for the traditional reasons of economic survival, that is not a sufficient condition for selecting a job. If he is not already aware, he soon will learn that one does not earn a doctoral degree if his primary goal is a big paycheck. In fact, individuals with master's degrees who are willing to live with the uncertainty of federally funded jobs are often able to secure better paying positions than the doctoral graduate who enters college or university teaching. In addition to the dollar figure not necessarily being highly related to one's training, one must reckon with other monetary aspects. The best paying jobs may be in high cost of living areas or carry few fringe benefits and thereby leave the new graduate with less spendable income than some lower paying positions.

Perhaps the strongest source of motivation is one's unconscious or conscious desire to model oneself upon the professors under whom graduate training is done. Also, once a graduate student becomes accustomed to the academic environment in a university, he is most likely to follow his natural inclination and seek a job which provides a similar environment. Thus, it seems that the majority of graduate students look first for university level jobs where they can work in graduate programs. If the university level positions are scarce, the applicant next sets his sights on a position in teacher training at the undergraduate level. After that. Well, no one really seems interested in having to look further.

Most graduates emerge with the idealistic desire to "make a difference." Thus, they also look for positions in which they gain either prestige or power. By joining a well known program, many graduates feel that they will suddenly fall heir to the jewels already held by that institution's faculty. Instead, they often find themselves overshadowed by the department's headliners and hard pressed to find any room left in the limelight. Also, in programs with a good reputation, there are likely to be rather rigid expectations of the newcomer. Since the program is well developed, the existing staff knows what additional help is needed and can clearly identify what responsibilities the new faculty member must take. Thus, room for involvement in program development may be extremely limited.

By avoiding becoming a little fish in a big pond, by taking a job in a less well known institution, the new graduate may find opportunity for much input into program development. In fact, the newly employed graduate often finds in such situations that he is expected to build a program from scratch. Although that sounds like an ideal answer to the "make a difference" motivation, frequently the result is that the new graduate quickly finds himself in the swim way over his head. Being the whole or a major part of the show usually means that you must spread yourself across a wide range of instructional areas and be constantly preparing new courses. Many recent graduates who opt for the chance to develop their own programs quickly find that they are too busy, teaching too many courses, meeting classes and coping with institutional and student emergencies, to do the sort of program development necessary.

Becoming famous, or at least well known in the field, is an ambition of many new graduates. The route to achieving this goal is multi-faceted. Service to schools and smaller institutions usually gives rise to a regional reputation which, after several years, may result in a measure of regard by one's peers on the national scene. Becoming a researcher and establishing a reputation for publications may result in a more rapid achievement of recognition at the national level. However, the time necessary to do the writing may not be available, if a heavy teaching load is part of the job.

Opportunity to "make a difference" in the lives of students is a motivation often carried by graduate students from their earlier public school teaching experience. Individuals with strong desires in this area often find that teaching courses to undergraduate and graduate students does not provide such payoff. The limited time and impact possible in a single course often leaves the instructor wondering, and usually never knowing, if much "difference" results from his teaching. Working at the graduate level, where more ex-

tensive contact is achieved with advisees and doctoral students, may provide for this need. However, one must reckon with the fact that, in most institutions, little credit or time is budgeted for advising activities. They must be handled in addition to a full load of teaching and research. Thus, frustration becomes a regular part of one's job.

Another aspect is often overlooked in evaluating teacher education jobs at colleges and universities: committee work. Depending on size of one's department and its reliance on democratic procedures, this varies greatly from institution to institution. If heavy emphasis is given to committee management, a new faculty member may suddenly find himself more involved in institutional politics than in teacher training. Such involvement further compromises the opportunity to "make a difference" and to achieve a high level of contact with students.

Given the complexity of choosing a job in teacher training where the new graduate may, in fact, achieve his career goals, the graduate needs to use extreme care in selecting a job. To avoid costly mistakes, graduate students should clearly define their goals and match these with extensive information about potential positions. Once the candidate has itemized his goals and matched these to the conditions available in the various teacher education work opportunities, he may arrive at the conclusion that teacher training is not for him.

Other Alternatives

Substantial salaries and "make a difference" opportunities are available in the reading field outside the traditional college-based teacher training format. For those who wish responsibility for affecting the educational lives of students, the area of college reading and learning improvement may be a better way. In this sort of position a faculty member is able to salvage untrained potential and help students to increase their educational performance and outlook. Such a position also provides the graduate with a chance to help students who should not be in college to consider other, more appropriate options, and to take the steps necessary to move into another direction. In many cases, the counseling function of college reading instructors is far more important than the skill development function. In this type of position, as in few other college level positions, a faculty member can receive the same sort of fulfillment, from observing and facilitating dramatic student change, that one receives from teaching in public school classrooms.

Faculty members working in college reading programs are likely to find their responsibilities for program development more appro-

priate to their instructional parameters than will instructors of similar rank in teacher training programs. Since college reading programs are more often viewed as a service function, instructors are more likely to be free of the problems of institutional program development. One difference which is not significant is salary. College reading instructors often receive the same salaries as teachers in undergraduate and graduate training programs. In fact, many community colleges tend to determine salary on a basis similar to that of public schools and therefore allow the highly qualified college reading person to draw a larger paycheck than his peers in teacher training programs.

Frequently, graduate students enter advanced degree programs with the desire to advance their training and return to the public school setting sufficiently qualified and ranked to "make a difference." However, most alter their initial ideals and shift to a college teaching goal. Such a shift may not be advisable. With field based programs becoming more and more the norm, a major need is for solid public school programs in which to place teacher training interns. Without qualified leadership within the school systems, such programs are not likely to be available.

Another level of opportunity is in the intermediate district or cooperative educational service. With much of the in-service responsibility shifting to such agencies, the need for individuals qualified to develop and implement teacher training programs outside of traditional teacher training institutions is expanding. The format of training in such school based programs offers more opportunity for seeing actual change in classroom practice as a direct result of instruction. Also, working with a cooperative educational agency or supervisory program enables an educator to interact with school administrators, thereby providing the vital support for program improvement and change.

Federally funded demonstration programs are another source of employment for advanced degree graduates. These programs are becoming more significant as a means of focusing attention on needed revisions in school programs and thereby offer opportunity for both "making a difference" and national level visibility. Since the trend in such funding is to place increasing constraints on the use of outside consultants, the qualifications of the staff members has become increasingly more critical. Pay levels and funding for conference travel are frequently superior to those available in teacher training programs. Graduates with research ability and interest also find such positions to be a bonanza of opportunity with populations and resources for conducting research readily available.

State education departments are becoming a more potent force

on the educational scene. Court actions have forced much variance from the traditional concept of local funding and control of instructional programs. The need to provide equality of education regardless of community wealth has forced increased emphasis on state level leadership and policy making. This shift in emphasis has turned many state departments from a political vehicle into a professional educational service. With this change has come the demand for more and better qualified specialists. Financial support and opportunities for national level visibility have also increased for such positions. State departments seem to be increasingly able to "make a difference" in teacher training programs. Since they control certification and funding in public supported institutions, state education department personnel are often in a better position to make changes in teacher training programs than are the faculty in the programs.

In all of the public school oriented programs, a new graduate is more likely to find his salary expectations met. Since pay is more determined by qualifications and prior years of service, salaries tend to be higher than in teacher training institutions where the "going rate" tends to be a more dominant factor in setting pay levels. In recent years, graduates entering public schools, federally funded programs, cooperative educational services, and state department jobs have tended to receive two to seven thousand dollars more than similarly qualified individuals joining faculties at teacher training institutions.

Implications

Potential graduates with advanced degrees in reading must carefully evaluate both their own desires and the opportunities available before deciding on the type of job they desire or accepting a specific offer. Perhaps more consideration should be given to employment alternatives in graduate training programs. Candidates should be encouraged to carefully formulate their philosophies of education and to ascertain their desires for implementing this philosophy through detailing career goals. Such decisions should not be made until all alternatives are examined. Candidates should be encouraged to visit various types of programs and talk with staff members. It is important that candidates talk with individuals who are not considering them for employment. A potential employer tends to paint the sort of picture he feels will make his position most attractive and best match the image held by the candidate. Those not conducting employment interviews have no such constraints.

The job market for doctoral and specialist level candidates in reading has not disappeared. Rather, the nature of work available is more diverse than ever before. It is up to the candidate to determine where he will best fit before entering the market place. A vital role in developing each candidate's perspective must be taken by the advisors and major professors who also must themselves invest some time and energy in determining the nature of today's diverse job market.

JOB REPORT

The following positions have been reported to the EPISTLE editors. Those interested in specific positions should communicate directly with the contact persons listed.

* * * * * *

Institution: Bloomsburg State College

Position: Reading

Rank: Assistant Professor

Degree Required: Doctorate

Experience Desired: Classroom teaching and clinical experience

Responsibilities: Classroom teaching and possibly teaching an off-campus course

Starting Date: September 1976

Salary: Negotiable

Contact Person: Dr. Margaret M. Sponseller
Bloomsburg State College
Bloomsburg, Pa. 17815

Telephone: 717-389-3209

* * * * * *

Institution: Kent State University

Position: Secondary Developmental Reading

Rank: Based on experience and qualifications

Degree Required: Doctorate

Experience Desired: Public School and university level work specific

to secondary reading

Responsibilities: Teach secondary reading at the graduate level, participate in program development in reading at the graduate level

Starting Date: September 1976

Salary: Based on qualifications

Contact Person: Dr. Carl L. Rosen
Educational Child Study Center
Kent State University
Kent, Ohio 44240

Telephone: 216-672-2738

* * * * * *

Institution: Central Michigan University

Position: Reading, Language Arts, and Early Childhood

Rank: Temporary Instructor or Assistant Professor

Degree Required: Doctorate

Experience Desired: Elementary teaching experience

Responsibilities: Teach courses in reading and language arts, as well as in Early Childhood

Starting Date: September 1976

Salary: Variable

Contact Person: Dr. R. G. Onna
Central Michigan University
Mt. Pleasant, Mich. 48859

Telephone: 517-774-3516

* * * * * *

Institution: University of South Carolina

Position: Educational Foundations/Reading

Rank: Assistant Professor

Degree Required: Doctorate

Experience Desired: Previous teaching or clinical experience

Responsibilities: Teach undergraduate and graduate courses in reading, give leadership to sponsored research, and direct doctoral research

Starting Date: January 1, 1976

Salary: Based on training and experience

Contact Person: Dr. Margaret Bell
Assistant Dean for Academic Affairs
College of Education
University of South Carolina
Columbia, S. C. 29208

* * * * * *

Institution: Salisbury State College

Position: Teacher training/Reading

Rank: Commensurate with education and experience

Degree Required: Doctorate

Experience Desired: Experience in public schooi teaching

Responsibilities: Teach undergraduate and graduate teacher education courses, advise students, and participate in all phases of program and curriculum development

Starting Date: January 1, 1976 or later

Contact Person: Dr. Michael J. Musucci, Chairman
Education Department

Salisbury State College
Salisbury, Md. 21801

Telephone: 301-546-3261

* * * * * *

Institution: Illinois State University

Position: Reading Clinic

Rank: Dependent upon qualifications

Degree Required: Doctorate

Experience Desired: Strong emphasis in reading, clinical experience, and expertise in teaching and directing Graduate students in a clinical setting

Responsibilities: Coordinate Reading Clinic

Starting Date: Fall 1976

Salary: Open

Contact Person: Dr. James D. Coe, Chairperson, Search Committee
Department of Curriculum and Instruction
Illinois State University
Normal, Ill. 61761

Telephone: 309-436-7681

* * * * * *

Institution: Indiana University

Position: Secondary Reading

Rank: Assistant or Associate Professor

Degree Required: Doctorate

Experience Desired: Teaching reading to adolescents and/or adults

Responsibilities: Teach undergraduate and graduate courses related to secondary/adult and content area reading; design and implement courses or training programs for content area teachers at the middle school and secondary level

Starting Date: January or August 1976

Contact Person: Dr. Carl B. Smith, Search Committee
Reading Program
211 Education Building
Indiana University
Bloomington, Indiana 47401

Telephone: 812-337-7167

EXCHANGE: Offers and Opportunities

Need a change for a semester or quarter? Have a doctoral student who desires a work experience not available in your program? Curious about how your doctoral students compare with those from other universities? Or maybe you would like a trial period in a different climate area. Any of these desires are sufficient reason for contacting PRTE's Exchange Clearinghouse for faculty and graduate students.

The Clearinghouse functions as a collector and disseminator of information concerning persons who wish to exchange positions with their peers. In future issues information about individuals wishing to make temporary exchanges will be published. Contacts between those interested in exchanges will then be up to the individuals involved. Neither the EPISTLE, PRTE, nor the Clearinghouse at Arizona State can be responsible for making final agreements between parties wishing to undertake an exchange. We can tell you where the ballparks are but must leave arranging and playing the game up to you.

If you are interested in an exchange contact:

Dr. Ernest Dishner
Reading Center
Arizona State University
Tempe, Arizona 85281

A form for putting your name into the Clearinghouse pool is printed here for your convenience. Others are available from Dr. Dishner. When your form is received you will be sent an up-to-date listing of other "exchangers." Your information will, if you desire, also be printed in the next issue of the EPISTLE.

STUDENT AND FACULTY EXCHANGE FORM

Professors of Reading Teacher Educators - International Reading Association

NAME: _____, _____
Last First Middle

POSITION: _____, _____
Title Institution

SPECIALIZATION: _____

Office Home

ADDRESS: _____ _____

_____ _____

PHONE: _____ _____

Institution Degree Date

EDUCATION: _____ _____ _____

_____ _____ _____

_____ _____ _____

Title Location Dates

PRIOR
WORK: _____ _____ _____

_____ _____ _____

_____ _____ _____

Type of Position You Wish Duties Required of Your Replacement

EXCHANGE: _____ _____

_____ _____

_____ _____

_____ _____

WHEN: _____ _____
Year Quarter or Semester Exchange Desired

OTHER COMMENTS: _____

_____

SIGNATURE: _____ DATE: _____

MOVERS

This feature is intended to keep our readers informed of the whereabouts of their professional colleagues. It is our intention to keep you informed about: (a) Who finally hired that promising graduate student your department was considering; (b) New addresses of veteran educators.

Our regular questionnaires keep us somewhat up-to-date, but we need your help. Please drop us a line when you move or when you know of a recent move by a colleague. Thanks. Send your information to:

EPISTLE
c/o Bob Palmatier
309 Aderhold Building
University of Georgia
Athens, Georgia 30602

NEW GRADUATES

. . .From Memphis State University

Bernard Floriani, Director of College Reading Center
Salisbury State College, Salisbury, Maryland

. . .From Southeastern Louisiana University

Katheryn S. Haley, Reading Teacher
Denham Springs High School, Denham Springs, Louisiana

. . .From Syracuse University

Nora Walker, Assistant Director for Elementary Education
Warwick School Department, Warwick, Rhode Island

James Worthington, Assistant Professor of Education
Houghton College, Houghton, New York

. . .From University of Colorado

Carol Bogue, Director of Reading
San Jose City College, San Jose, California

James McAreavey, Associate Professor of Education
Northern State College, Aberdeen, South Dakota

. . .From University of Iowa

Irene Neubauer, Assistant Professor
Wartburg College, Waverly, Iowa

. . .From University of Rochester

Bernard J. Strenecky, Assistant Professor of Education
University of Louisville, Louisville, Kentucky

. . .From University of Tennessee-Knoxville

Rosanne Blass, Professor of Elementary Education
Allegheny College, Allegheny, Pennsylvania

Bernard Bull, Professor of Elementary Education
Carson-Newman College, Jefferson City, Tennessee

Margaret Davis, Professor of Elementary Education
Covenant College, Chattanooga, Tennessee

Betty Heathington, Assistant to Director and Coordinator of
Faculty Services, Bureau of Educational Research & Services,
University of Tennessee, Knoxville, Tennessee

Cathy Mahmoud, Professor of Elementary Education
North Carolina State University, Raleigh, North Carolina

. . .From University of Wisconsin-Madison

Robert Carvell, Assistant Professor of Education
University of Kansas, Lawrence, Kansas

VETERAN RELOCATION

Larry Salmon, Assistant Professor
Murray State University, Murray, Kentucky

Lucille Strain, Professor
Northeast Louisiana University, Monroe, Louisiana

Joan Nelson, Associate Professor
SUNY- Binghamton, New York

Jerry Rainwater, Associate Professor
Texas Tech University, Lubbock, Texas

FOR THE TIME CAPSULE . . . (October, 1975)

. . . . .PRTE is spanning the Atlantic. A letter from Dr. Elizabeth Goodacre of the University of Reading relates an effort to establish the British Reading Research Register. Dr. Goodacre writes:

> "...as part of this commitment I would like to make a comparison between the work of higher degree levels undertaken in our Universities and American Universities. As chairman of the PRTE Special Interest Group would it be possible for you to put me in touch with Universities who have taught courses at higher degree levels in the Reading/Literacy area. I am particularly interested in obtaining information regarding the content and length of courses, forms of assessment, etc. We have great difficulty in this country in convincing University authorities that reading is a suitable study for high degree work. The data we have from our Register suggests that most higher degree work related to reading is done by dissertation with little or no taught course work, and usually is carried out in Psychology or Linguistic Departments."

Readers willing to provide the sort of information requested by Dr. Goodacre are invited to correspond with her as follows:

Centre for the Teaching of Reading
University of Reading
School of Education
29, Eastern Avenue
Reading, RG1 5RU
GREAT BRITAIN

Shirley Merlin, Madison College, Harrisonburg, Virginia, has been elected president of the newly approved Virginia College Reading Educators Council, an IRA Special Interest Council. This group has been meeting for three years prior to their becoming official. Other officers are: President-elect, Rose Sabaroff of Virginia Polytechnic Institute State University; Treasurer, Victor I. Culver of Old Dominion University; and Secretary, Esther Lehman of Eastern Mennonite College. The Council meets three times a year, twice in conjunction with other meetings and once on their own. Activities focus primarily on certification and other training program issues, thus providing input to state level legislation and certification changes.

At each meeting, research and teaching practices being undertaken at one of the member institutions are presented. The group also provides programs for meetings of other educational organizations.

Legislation often innocently, with a few words, creates strange new problems. The South Carolina legislature last year decreed that each high school would provide remedial reading programs. As a result, in schools throughout the state, unqualified and often unwilling English teachers have had remedial reading classes added to their burden. Several years ago, in relation to their compensatory education effort, the Georgia legislature directed that funds be used to employ paraprofessionals to provide remedial training for students in reading and mathematics. During the previous year, the same legislation had provided many districts with funding to employ their first reading specialists. Only after much agony were those districts allowed to retain the reading specialists already hired under the previous program. If any specialist hired under the initial legislation left the job, he or she had to be replaced with paraprofessionals. We are now confronted with legislation at the national level which will place a majority of federally funded reading programs in a position of non-compliance. For the first time, legislation spells out the specific qualifications which remedial reading instructors must meet as a condition of employment. In the case of reading specialists, a masters degree in reading is required. Sounds reasonable, but...?

One of our members has suggested that we add an additional feature, a POSITIONS WANTED column. How do you, as a reader, feel about the desirability of our including such a column as a regular feature of EPISTLE? The names of applicants could remain confidential. As in JOB REPORT, EPISTLE's only function would be to interface applicant and potential employer.

EPISTLE needs people who would be willing to provide us with information for our regular features--MOVERS, JOB REPORT, TIME CAPSULE. If you are willing to help, send your information to our editorial office.

Thus we close the TIME CAPSULE and conclude Volume 2 of EPISTLE. See you in January with Volume 3.

ABOUT THE AUTHORS

Monica Jean Hiler is Director of the Division of Special Studies at Gainesville Junior College, Gainesville, Georgia. Dr. Hiler holds a B.A. degree from Agnes Scott College, and M.Ed., Ed.S., and Ed.D. degrees in reading education from the University of Georgia. She has been instrumental in developing and completing a statewide evaluation of college reading programs in Georgia and currently chairs the University System of Georgia Reading Advisory Committee for the Special Studies Program operated by the Board of Regents.

Robert A. Palmatier is an associate professor of reading education at the University of Georgia. In addition to teaching graduate courses and advising masters, specialist, and doctoral students, he is heavily involved in field work in the areas of secondary and college reading and adult literacy. Dr. Palmatier holds a B.A. degree from Houghton College, and M.A. and Ph.D. degrees in reading from Syracuse University.

Gerald Parker is teaching in the reading department at Appalachian State University in Boone, North Carolina. He is responsible for the developmental reading study skills program and supervises the graduate assistants who teach in the program. Dr. Parker has the master's degree from Appalachian State University and a doctorate in reading from the University of Georgia. He was the director of the reading center at Pembroke State University and was for two years coordinator of the Learning Laboratory at Wilkes Community College.

Frederick C. Raetsch is an assistant professor of education at Clemson University, Clemson, South Carolina. He completed a master's degree in reading at Appalachian State University, and a Ph.D. in reading at the University of Georgia. Dr. Raetsch worked for the National Reading Center in developing and implementing a literacy component of the Job Corps Program. He is currently involved, in addition to his college teaching responsibilities, in a variety of consultant activities related to reading in vocational schools, government information agencies, and industry.

Barbara Ross is a graduate student at Appalachian State University, working in the College Reading and Study Program. Upon completion of her master's degree work at Appalachian, whe will join the Cooperative Educational Service Agency located in Fort Valley, Georgia, as a reading consultant. Ms. Ross worked as a public school teacher and reading supervisor for eight years prior to entering the degree program at Appalachian State.

next issue . . .

Impact of Legislation and Certification on Graduate reading programs will be considered on the state and national levels. Contributors will include Anne Adams of Duke University and Charles Peters of the Oakland Schools. Correspondents from various states will provide a composite of the legislative and certification picture across the nation.

regular features . . .

MOVERS

JOB REPORT

FOR THE TIME CAPSULE

future deadlines . . .

for January issue - January 1, 1976

for April issue - March 1, 1976

for July issue - June 1, 1976

for October issue - September 1, 1976